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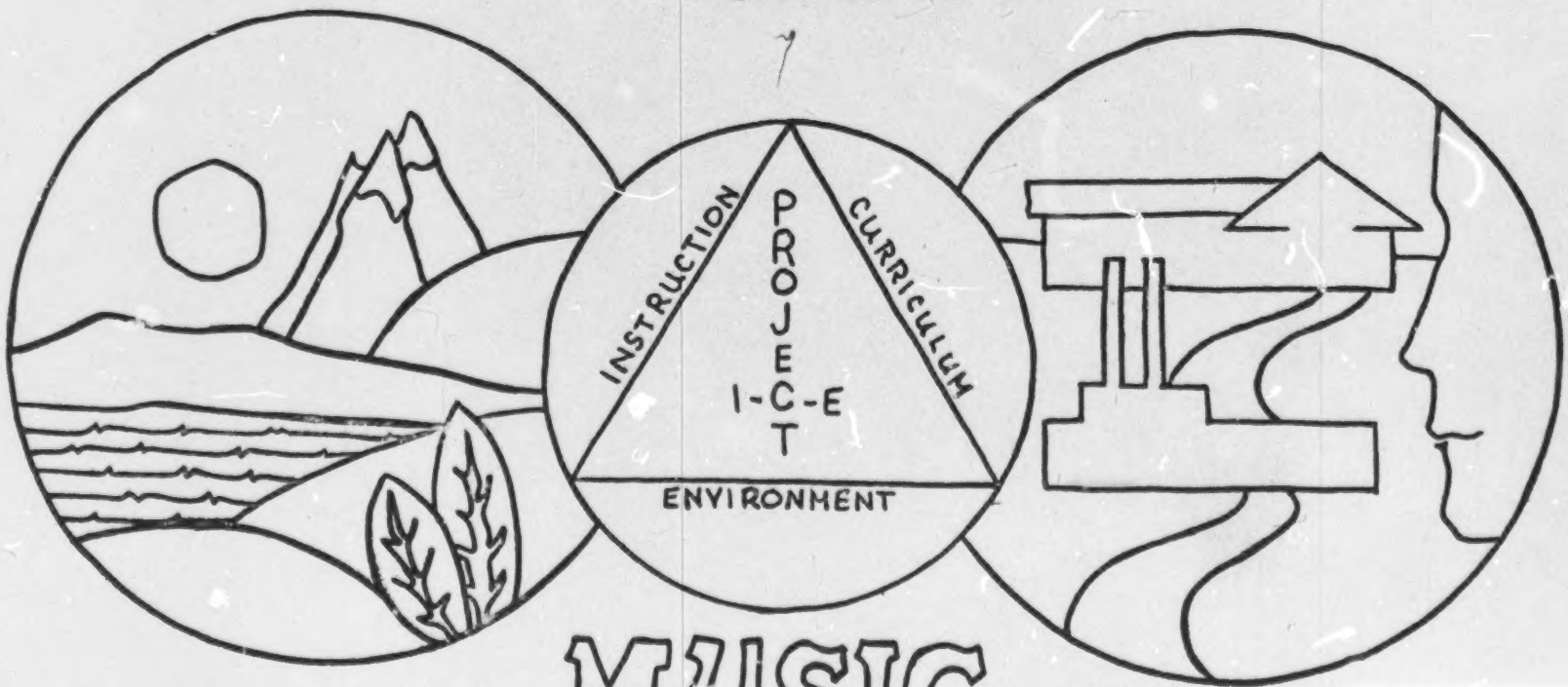
ABSTRACT

This music guide, for use in grades K-3, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that reinforce environmental concepts and theories by developing ecology-related aesthetic values. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as creative movement, dramatization, and word composition. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggests references and resource materials useful to teachers and students. (Author/TK)

ENVIRONMENTAL EDUCATION GUIDE



MUSIC K-3

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FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

PREFACE

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is <u>supplementary</u> in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for <u>skill development</u>.

3. You <u>decide when</u> any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great <u>flexibility</u> for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, <u>inter-grade coordination</u> or <u>subject area articulation</u> to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Music

ORIENTATION Plant Growth

TOPIC/UNIT Word Composition

BEHAVIORAL OBJECTIVES

Cognitive:
Coordinate the plant growth story with the upward and downward melody of the song.

Affective:
Relate the movement of the scale to plant growth.

Skills Used:
1. Creative composition.
2. Sequential action.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher demonstrates the C-Scale.
   1. Sing "I Had A Little Pussy". Use elevation of hand to follow melody line movement.
   2. Change words to tell the story of plant growth. (Example: "First we take a shovel then we dig a hole, plant a little seedling, etc.) Be sure to include the sun, rain and plant food in the new words.
   3. Sing the song with the new words and dramatize it.

Outside or Community:

A. Take a walk outside to observe the plant life in the school yard and perhaps get ideas for the new words of the song.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The song, "I Had A Little Pussy" can be found in most elementary music series.	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Music, Physical Ed., Language Arts

ORIENTATION Plant Growth

TOPIC/UNIT Creative Movement

BEHAVIORAL OBJECTIVES

Cognitive:
Respond creatively to musical stimulus through body movement.

Affective:
Accept importance of the effect of elements on the environment.

Skills Used:
1. Creative movement.
2. Appreciation of musical dynamics.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Music, Physical Ed., Language Arts activity.
   A. Read the fable, "The North Wind and the Sun".
      1. Discuss the story.
      2. Students dramatize the story as the teacher reads.
      3. Select a record of instrumental music that seems to follow the action of the fable.
      4. Play the record and have the students do the same dramatization without the story being read.

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The fable, "The North Wind and the Sun" can be found in publications located in most school libraries. Audio–Visual: Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Music, Physical Ed.

ORIENTATION Plant Growth

TOPIC/UNIT Dramatization

BEHAVIORAL OBJECTIVES

Cognitive:
Demonstrate the ability to respond rhythmically to a given selection by panto-miming the growth pattern of plants and orally explain how we depend on the sun's energy.

Affective:
Participation in physical activities and discussion to show an understanding of plant growth processes.

Skills Used:
1. Rhythmic movement.
2. Creative movement.
3. Sequential action.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Music, Physical Ed. activity.
   A. Students pick a plant to dramatize. (If the students are not used to creative movement, let them all be the same plant, i.e. a tree).
      1. Discuss the different stages of growth in this plant. Construct or make up a story of what happens to the plant.
      2. Dramatize this story of growth through movement.
      3. Choose instruments to help accompany the drama. (For example: a crescendo on the drum roll to show growth, cymbals for a lightning bolt and marraccas for the withering trees.

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 2 - Ecosystem

ORIENTATION Preservation

Integrated with:

SUBJECT Music, Science (Biology)

TOPIC/UNIT Plants and Insects

BEHAVIORAL OBJECTIVES

Cognitive:
Interpret the song lyrics to the satisfaction of the teacher.

Affective:
Evaluate the importance of leaving life forms to function without interference from man.

Skills Used:
1. Tone matching.
2. Effective discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of songs to involve the students in discussion.
B. Song: "Let It Be"*
   1. Learn the song.
   2. Discuss the necessity of preservation (make the distinction between preservation and conservation.)
   3. Expand discussion to include other life forms besides plants.
C. Song: "Bugs"*
   1. Learn the song (the verses will have to be recited by the teacher, students learn chorus only.)
   2. Discuss the attitude of the man in the song (Have you ever felt this way? How does he feel about the bugs? What can he do about it? What did he say he was going to do about it? Will his action do any harm? Why or why not?)

(Continued)

Outside or Community:

A. List the insect life found outside and inside the classroom and our positive or negative reactions to them dependent upon where they are found.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) 3. Discuss other insects or animals we automatically classify as pests and try to discover their role or use in the environment. 4. Correlation with Language Arts: Story of "Charlotte's Web." * on attached sheet.
Audio–Visual:	
Community:	

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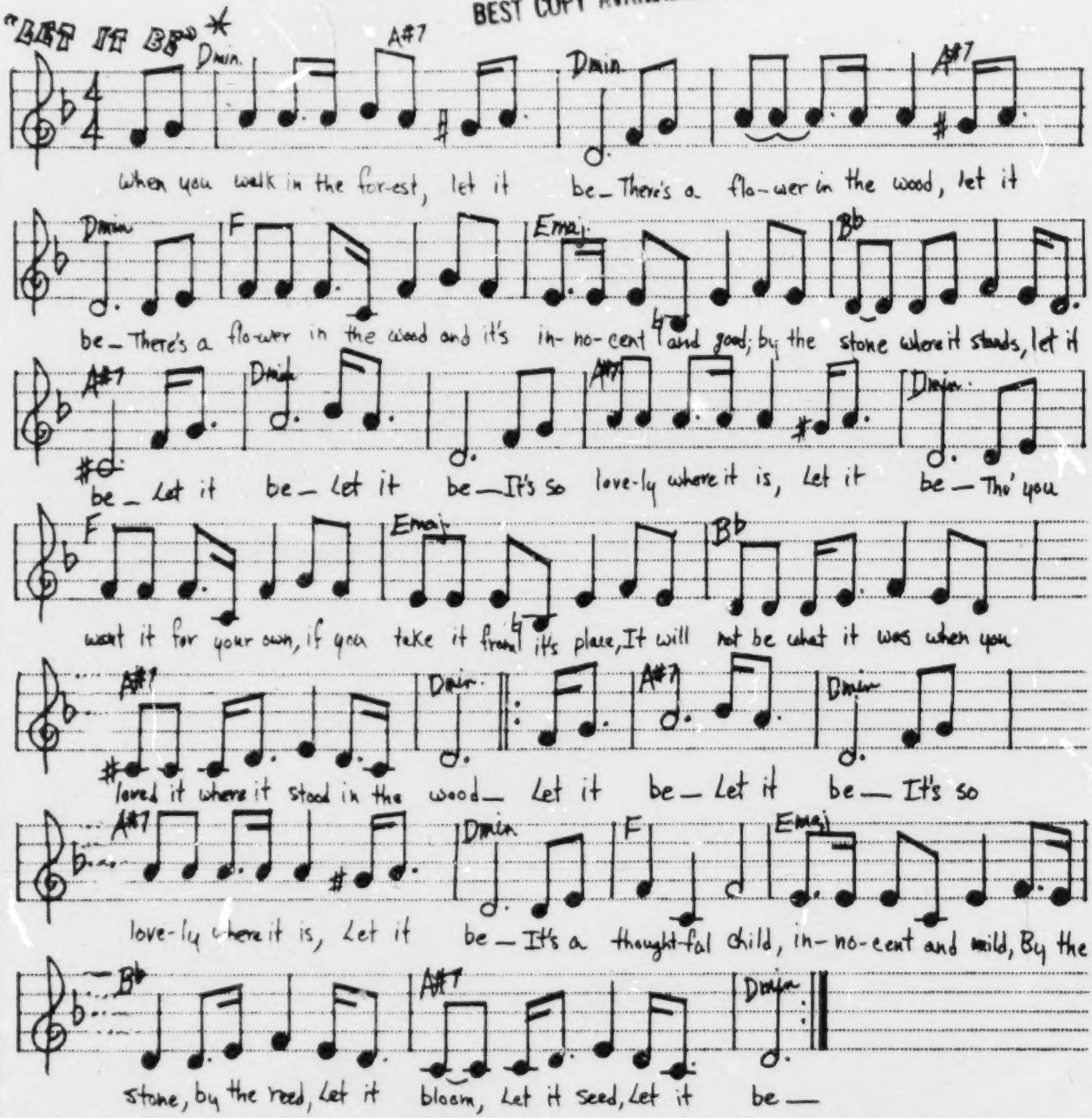
"LET IT BE" *
Dmin. A#7 Dmin A#7
When you walk in the for-est, let it be_ There's a flo-wer in the wood, let it
Dmin F Emaj Bb
be_ There's a flo-wer in the wood and it's in-no-cent and good; by the stone where it stands, let it
A#7 Dmin A#7 Dmin
be_ Let it be_ Let it be_ It's so love-ly where it is, Let it be_ Tho' you
F Emaj Bb
want it for your own, if you take it from its place, It will not be what it was when you
A#7 Dmin A#7 Dmin
loved it where it stood in the wood_ Let it be_ Let it be_ It's so
A#7 Dmin F Emaj
love-ly where it is, Let it be_ It's a thought-ful child, in-no-cent and mild, By the
Bb A#7 Dmin
stone, by the reed, Let it bloom, Let it seed, Let it be_

*TRANSCRIBED FROM RECORD Available in kit "No Time to Waste"

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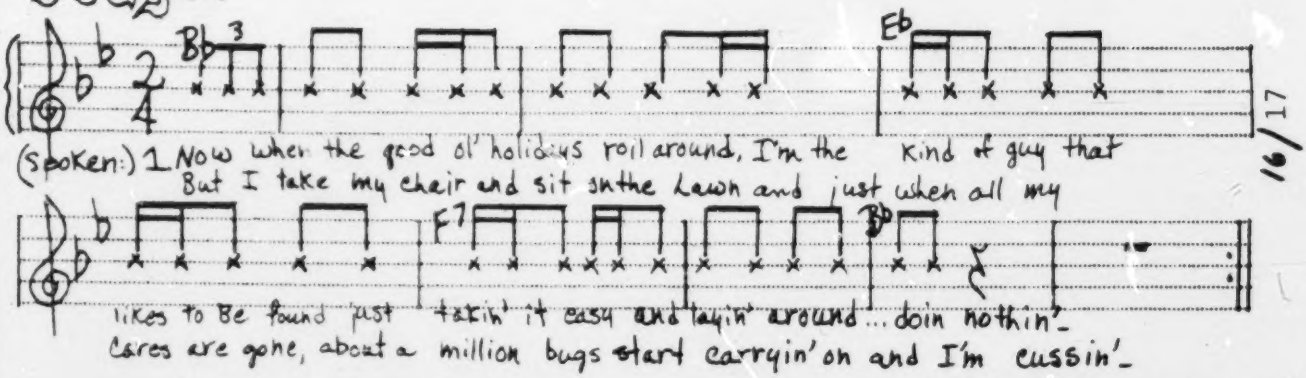
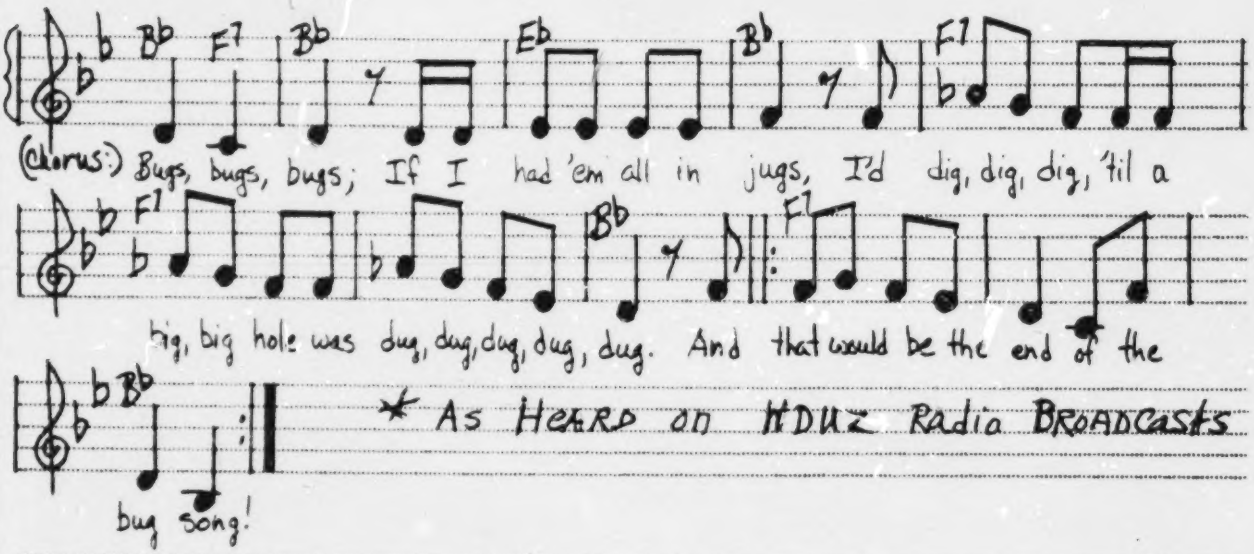
"BUGS"*


Bb 3
Eb
(Spoken:) 1 Now when the good ol' holidays roll around, I'm the kind of guy that
But I take my chair and sit on the lawn and just when all my
likes to be found just
F7
Bb
takin' it easy and layin' around ... doin nothin'.
cares are gone, about a million bugs start carryin' on and I'm cussin'.

16/17

1. (Continued)
Some caterpillar from up some tree decides
As far as he can see,
There's nothin' to do but fall on me...darn worm!
And a dirty ol' fly, just makin' it clear
That he ain't had a bath in over a year
So he's takin' one now in my glass of beer to lose germs. (Chorus)


Bb F7 Bb Eb Bb F7
(Chorus:) Bugs, bugs, bugs; If I had 'em all in jugs, I'd dig, dig, dig, 'til a
F7 Bb F7
big, big hole was dug, dug, dug, dug, dug. And that would be the end of the
Bb
bug song!

* AS HEARD ON KDUZ RADIO BROADCASTS

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2. Well, I try to sleep when I get the chance,
But you just can't trust them pesky ants,
They're never satisfied 'till they're in your pants and you're crawling.
With a spider web right across my face,
I'm lookin' 'round for a better place
Till a couple of hornets take up the chase and I'm howlin'.
Well, I head for the house and I hold my breath
Till I find some stuff in the medicine chest
For the welts I got on the spot, you guessed, where I'm sittin'.
And the wife gets mad 'cause I forgot
To get stuff for the fleas our kitten caught
Off some old dog on the neighbors lot, and she's rippin'.
(Chorus)

3. Well, I chased that moth from the middle drawer
That chewed the clothes I used to wore,
And I jammed my thumb on the bedroom door tryin' to catch him.
And I'm sure the mosquitoes know their skill
'Cause one pried up my window sill
And he limped through the air with a broken drill and I'm scratchin'.
You might think I'm a little bit rough
'Cause I don't take to that nature stuff,
But I think I've just about had enough of them bugs.
Now your backyard may be okay
But I'm goin' down to buy some spray
Because my little place is walkin' away with them bugs.
(Chorus)

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Environmental:

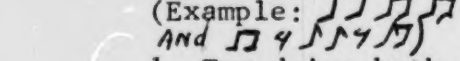
Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Music/Physical Education

ORIENTATION Interaction

TOPIC/UNIT Part Singing

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Maintain a rhythmic pattern to the satisfaction of the teacher.	I. Rhythmic activity. A. Divide the class into two groups and teach each one a rhythm pattern. (Example:  1. Try doing both of these patterns simultaneously (clapping). The result will be a new sound or composition. 2. Vary the activity by using rhythm band instruments instead of clapping. 3. Those students who find it too easy may try clapping the first rhythmic pattern and stamping the second with their feet.	
Affective: Weigh the importance of cooperative interaction.		
Skills Used: 1. Binary performance. 2. Coordinated activity. 3. Creative performance.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Music/Science (Biology)

ORIENTATION Animal Forms

TOPIC/UNIT Dramatization, Singing

BEHAVIORAL OBJECTIVES

Cognitive:

Recognize varieties of animal life forms and describe their individual living habits.

Affective:

Evaluate specific differences in animal life forms and question the human response to different animal families.

Skills Used:

1. Tone matching.
2. Dramatization.
3. Creative composition.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of songs to involve students in discussion.
   1. Song: "Over in the Meadow".
      a. Learn the song.
      b. Since each verse is about a different animal family, use the verses to guide your discussion of the environments of each animal type. (Examples: "What kind of home? What do they eat? How do they protect themselves? How do we feel about this animal? How do we feel about killing it? Eating it?)
   2. Song: "A Cricket in a Thicket".
      a. Learn the song.
      b. Use the lyrics to discuss how the insects differ from each other.
      c. Discuss inter-

(Continued)

Outside or Community:

A. Visit the schoolyard.
   1. Discover the forms of animal life.
      a. Capture or list these forms of life and discuss them.
      b. Compare these life forms with those that can be found in the classroom.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The song, "A Cricket in a Thicket" can be found on recording #MR 0318, Ballads for the Age of Science, "Nature Songs". The song, "Over in the Meadow" is available in book form by John Lanstaff, Harcourt, 1957. **Audio-Visual:** **Community:**	CLASSROOM (Continued) insects and their environments. d. Discuss how we feel or react to different insects and/or animals. e. Dramatize the song. f. Choose rhythm band instruments to make the insect sounds. g. Compose a story of insects and how they relate to each other and use the rhythm instruments to help narrate the story.

Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Music/Science

ORIENTATION Interaction

TOPIC/UNIT Ecology

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Describe simple ecosystems.	A. Use of song to involve students in discussion. 1. Song: "Balance of Nature"*. a. Discuss inter-relationships described in the song and others students think of. b. Discuss the effect of a break in the system. Use the lyrics in the song as a guide. c. Discuss other balances (other than those in the song) in nature and the working parts of its system.	
Affective: Investigate the necessity of a balanced ecosystem.	* on following sheet.	
Skills Used: 1. Tone matching. 2. Interpretation of lyrics.		

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

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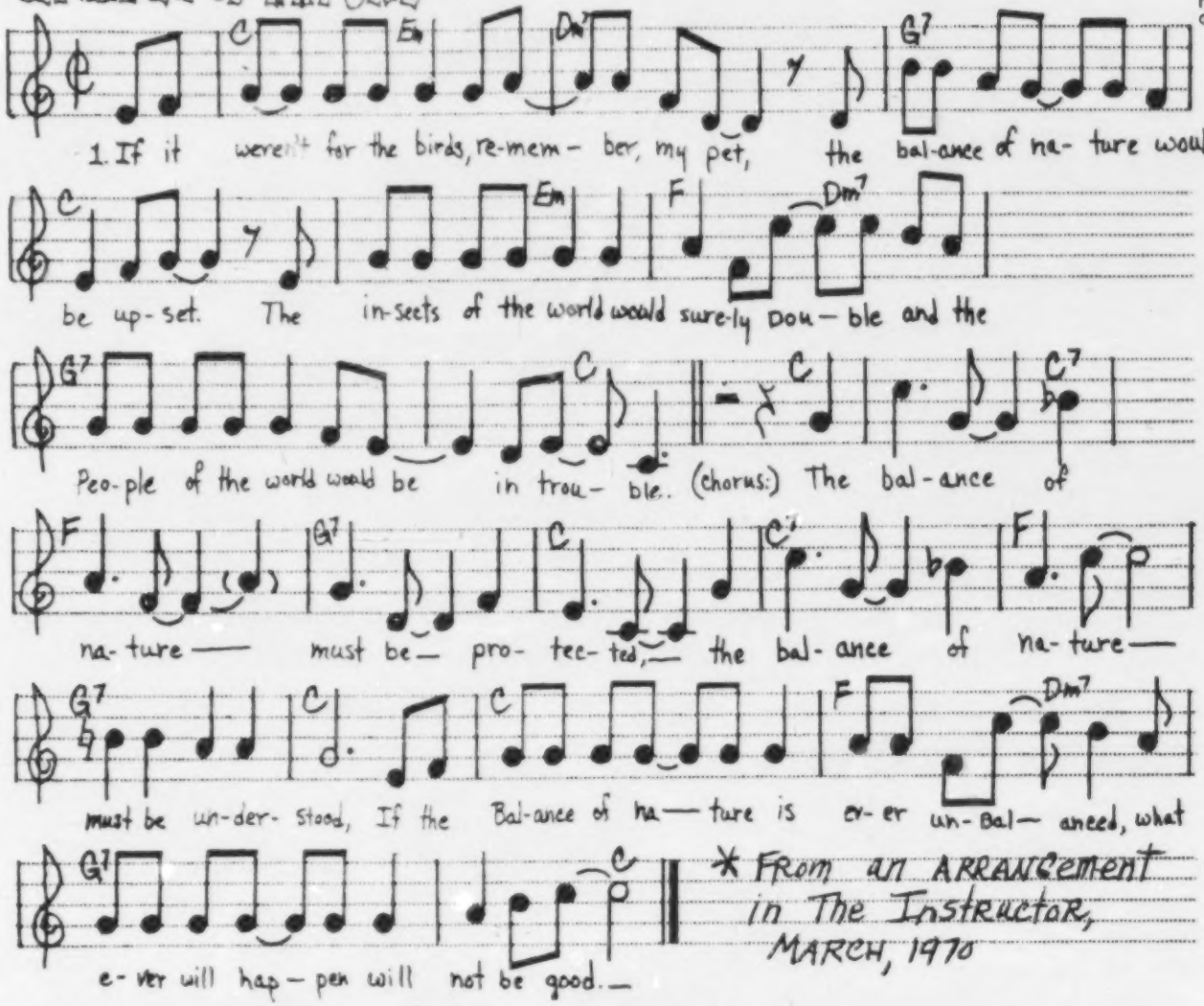
"BALANCE OF NATURE"*

C Em Dm7 G7
1. If it weren't for the birds, re-mem- ber, my pet, the bal-ance of na- ture would
C Em F Dm7
be up- set. The in-sects of the world would sure-ly dou- ble and the
G7 C C C7
Peo-ple of the world would be in trou- ble. (chorus:) The bal-ance of
F G7 C C7 F
na- ture — must be — pro- tec- ted, — the bal- ance of na- ture —
G7 C C F Dm7
must be un-der- stood, If the Bal-ance of na — ture is ev- er un- Bal— anced, what
G7 C
e- ver will hap — pen will not be good. —

* From an ARRANGEMENT in The Instructor, MARCH, 1970

2. If it weren't for the snakes, mice would multiply;
And without the algae, the fish would die.
The flowers and the fruit need pollination.
And the balance of nature, consideration. (chorus)

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 4 - Water

SUBJECT Music/Science

ORIENTATION Clean Water

TOPIC/UNIT Discussion and Song

BEHAVIORAL OBJECTIVES

Cognitive:
Interpret the lyrics of the song to the satisfaction of the teacher.

Affective:
Evaluate the problems related to maintaining a clean water supply.

Skills Used:
1. Tone matching.
2. Memorization.
3. Effective discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of song to involve the students in discussion.
   1. Song: "Let's Keep Our World Clean".*
      a. Learn the song.
      b. Discuss water as a necessary element for life systems (Why do we need water? How much do different animals need water? People? Insects? Elephants?)
      c. Discuss what things use or abuse our water supply (dams and reservoirs; industry, sewers, agriculture, recreation)
      d. Discuss how man can use water without destroying its future use.
   2. Additional activities
      Movie: The Stream.

* on attached sheet

Outside or Community:

A. Visit a water source in the area.
   1. Observe the factors brought out in class discussion.
      a. Sewage plant.
      b. Local creek or river.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio--Visual: Film: The Stream, ICE RMC, Film #320	
Community:	

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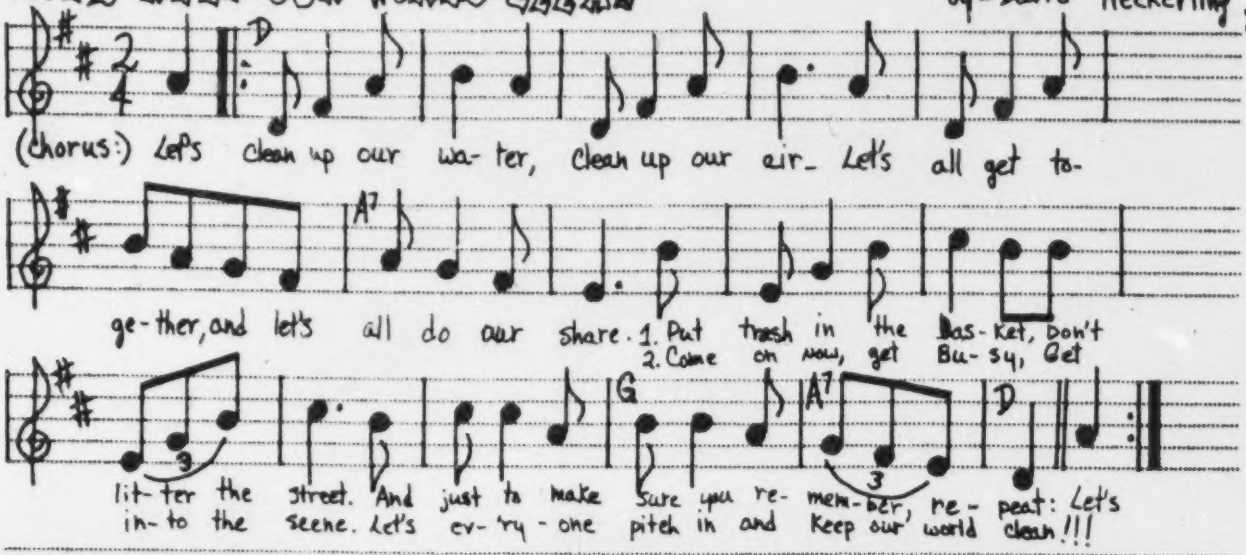
"LET'S KEEP OUR WORLD CLEAN"

by - David Heckerling


D
(chorus:) Let's clean up our wa- ter, clean up our air_ Let's all get to-
A7
ge- ther, and let's all do our share. 1. Put trash in the bas- ket, don't
2. Come on now, get Bu- sy, Get
3
lit- ter the street. And just to make sure you re- mem- ber, re- peat: Let's
in- to the scene. Let's ev- ry- one pitch in and keep our world clean!!!
G
A7
3
D

From arrangements appearing in
GRADE Teacher, April, 1970

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5 - Air

SUBJECT Music/Language Arts

ORIENTATION Smog

TOPIC/UNIT Word Composition

BEHAVIORAL OBJECTIVES

Cognitive:

Write lyrics on the subject of smog, observing the rhythmic limitations of the melody.

Affective:

Investigate the importance of air as an essential element of the life-support system.

Skills Used:

1. Creative composition.
2. Tone matching.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Song: "Fog".
   1. Learn the song from rote and write the words on the board.
   2. Change the word "fog" to "smog". Tell the students the song will now become a song about dirty air.
   3. Students are to change any other words they feel should be changed. (This may be done as a class project or individually. Creative students will want to change most words, but the words are such that the less creative students will be able to leave much of song unchanged and retain a sensible meaning to the words.)
   4. Change the words on the board and sing the new song.

Outside or Community:

A. Use slides or photographs of the smog in your area to stimulate discussion or action.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The song "Fog" is available in The Magic of Music, Book IV, Ginn and Co., 1969 **Audio–Visual:** Slides and pictures on the subject of air pollution are available through the ICE RMC. **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5 - Air

SUBJECT Music/Science

ORIENTATION Clean Air

TOPIC/UNIT Discussion and Song

BEHAVIORAL OBJECTIVES

Cognitive:
Relate the use of air and other resources to the reasons for pollution.

Affective:
Support air as an essential and fragile part of the life-support system.

Skills Used:
1. Effective discussion.
2. Tone matching.
3. Memorization.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of a song to involve the students in discussion.
   1. Song: "Keep the World From Dying".*
      a. Learn the song by rote.
      b. Students discuss ways the air and other related elements get polluted. List these on the board.
      c. Discuss what would happen if there was only dirty air (or water).
      d. List places in the area that have been closed to fishing, swimming, open-air burning and why.
      e. Discuss ways we can help improve our air (and therefore our water).

* on attached sheet.

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

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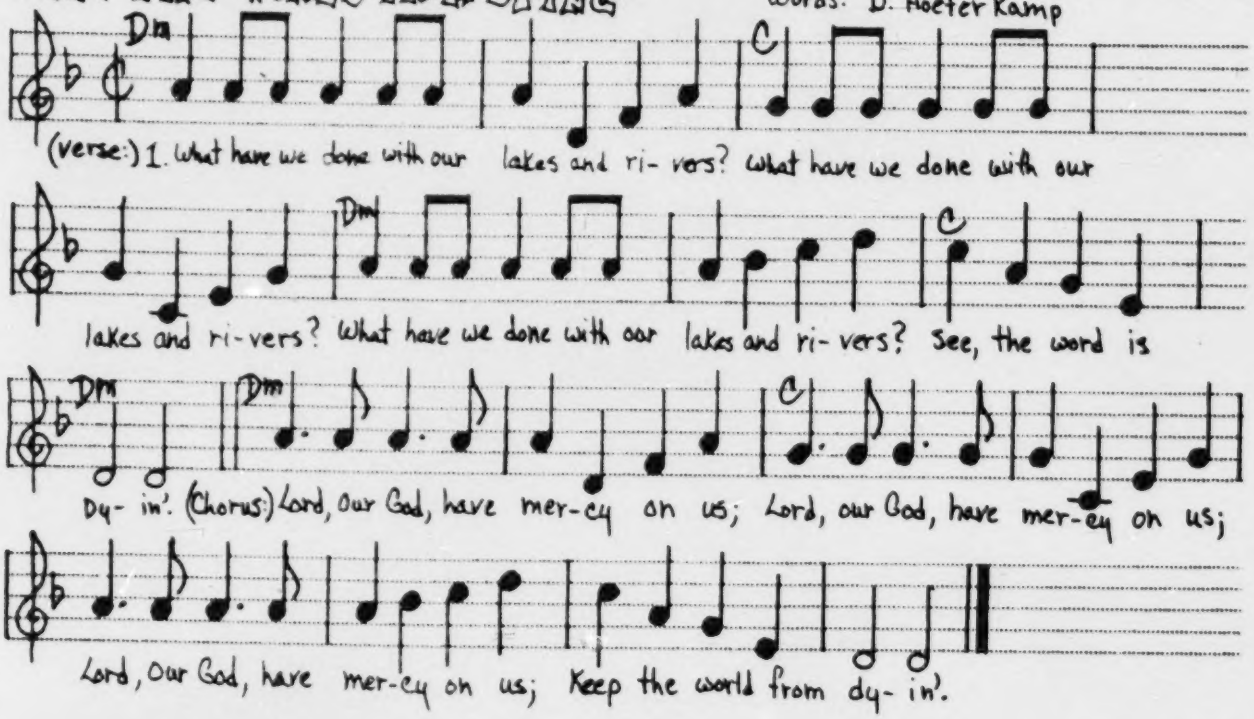
"KEEP THE WORLD FROM DYING"

tune: "Earlie in the Mornin'" (Sea Chantey)
words: D. Hoefer Kamp

Dm
C
(verse:) 1. What have we done with our lakes and ri- vers? What have we done with our
lakes and ri- vers? What have we done with our lakes and ri- vers? See, the word is
dy- in'. (Chorus:) Lord, our God, have mer- cy on us; Lord, our God, have mer- cy on us;
Lord, our God, have mer- cy on us; Keep the world from dy- in'.

2. Filled 'em up with gook and garbage...
3. Now the fish can't live and swim there...
4. What shall we do with our lakes and rivers?

On the subject of air pollution, sing the following:
1. What have we done with the air around us?...
2. Fouled it up with smoke and gasses...
3. Now the air we breathe is poisoned...
4. What shall we do with the air around us?...

On the subject of littering, sing the following:
1. What have we done with the land we live on?...
2. Messed it up with junk and litter...
3. Now the land has lost its beauty...
4. What shall we do with the land we live on?...

From arrangements appearing in Grade Teacher magazine, April, 1970

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7 - Land Use

SUBJECT Music/Social Studies

ORIENTATION Impact on the Environment

TOPIC/UNIT Transportation

BEHAVIORAL OBJECTIVES

Cognitive:

Show knowledge of the chronology of transportation modes by putting in correct order eight songs dealing with transportation.

Affective:

Evaluate the impact of various modes of transportation on the social aspects of human life.

Skills Used:

1. Singing skills.
2. Discussion.
3. Chronological listing.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students make a list of songs they know dealing with modes of transportation. (suggested list)
   1. Casey Jones
   2. I Ride on Old Paint
   3. Marching to Pretoria
   4. Up, Up and Away
   5. Leaving on a Jet Plane
   6. Merry Oldsmobile
   7. Jingle Bells
   8. Happy Wanderer
   9. Wreck of Old 97
   10. Boatman, Boatman
   11. Row, Row, Row Your Boat
   12. Rocket Man

B. Students will arrange these modes in chronological order.

C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc.

(Continued)

Outside or Community.

A. Bring pictures of transportation vehicles, modes of travel, etc. to class.
   1. Put pictures in chronological order (post on bulletin boards.)
   2. Social studies and history teachers be consulted and a correlation of lessons between these departments.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Songs from school-owned music series: J. W. Pepper Catalog J. W. Pepper of Detroit 373 Minnesota Street Troy, Michigan 48084 **Audio–Visual:** Slides of various modes of transportation (student-owned). Pictures from various magazines, automotive dealers, etc. dealing with different types of vehicles for transportation and trucking etc. **Community:**	CLASSROOM (Continued) Suggested questions: 1. Early musical instruments were quite primitive. Could the same be said of early modes of transportation? 2. What effect did early primitive modes of travel have on the environment? 3. What brought about the change in travel? a. Desire to explore new lands. b. Desire to move supplies further and faster. c. Inventions that developed vehicles to propel man faster and further. 4. As machines were developed, did fuels need to be developed and as they were developed and utilized, what effect did result on our environment? 5. What effect on the economy resulted from the development of transportation? D. Sing the listed songs in the proper order as established by the students and instructor.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Music/Science (sound)

ORIENTATION Manipulation of Sound

TOPIC/UNIT Instrument Experimentation

BEHAVIORAL OBJECTIVES

Cognitive:

Given a pair of cymbals, demonstrate to the class at least five different ways to produce five different sounds.

Affective:

Test the variety of tones possible in a single musical instrument.

Skills Used:

1. Experimentation.
2. Playing.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Student will be given a pair of cymbals.

B. Student will try to find as many different ways to produce sound on the cymbals (at least five).
   1. Crash straight.
   2. Crash with slicing motion.
   3. Rub together.
   4. Strike and hold close to drum head.
   5. Use a well rosined bow.
   6. Put vibrating cymbal in water.

C. Student will demonstrate his findings to class.

D. Other students will make suggestions of other ways to produce sound on the cymbals.

E. Use other instruments of the rhythm band in the same way.

F. Develop concept of man manipulating instrument to man manipulating the environment.

Outside or Community:

A. Consultants.
   1. Band director.
   2. Percussionist.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Exploring Music, Grade 8, Holt, Rinehart and Winston, p. 108-109. **Audio-Visual:** **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Music/Art

ORIENTATION Pollution

TOPIC/UNIT Artistic Interpretation of Music

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate a knowledge of how easily things of beauty can be destroyed by drawing pictures.	A. Play a recording depicting a scene of beauty (ex.-The Grand Canyon Suite). 1. Have the students draw a nature scene while listening. 2. Students present their drawings for class viewing. 3. Play the recording again with either a recording of traffic noises or other tape playing simultaneously. 4. Students are to draw what they hear ON TOP OF their first drawing. 5. Students present the finished drawings for analysis and duscussion. (Questions: Do you like your picture better now? Why or why not? How does your drawing compare with places you have seen in the neighborhood?)	A. Art teacher as a consultant.
Affective: Attempt to project how easily beauty can be destroyed.		
Skills Used: 1. Drawing skills. 2. Discriminative listening. 3. Effective discussion.		

(Continued)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The poem "Sahra Cynthia Sylvia Stout" is also available on 45 rpm record, narrated by Shel Silverstein. **Audio-Visual:** Film: Boomsville, ICE RMC, Film #400 **Community:**	CLASSROOM (Continued) B. Additional related activities. 1. Read the poem "Sahra Cynthia Sylvia Stout".* 2. View the movie, Boomsville, and discuss. * on attached sheet.

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"SAHRA CYNTHIA SYLVIA STOUT" by Shel Silverstein (as produced on RCA Records)

Oh, Sahra, Cynthia Sylvia Stout
Would not take the garbage out.
She'd wash the dishes and scrub the pans
Cook the yams and spice the hams,
And though her parents would scream and shout,
She simply would not take the garbage out.

And so it piled up to the ceiling:
Coffee grounds, potato peelings,
Brown bananas and rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the windows and blocked the door,
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal,
Pizza crusts and withered greens,
Soggy beans, and tangerines,
Crusts of black-burned buttered toast,
Crisly bits of beefy roast.
The garbage rolled on down the halls,
It raised the roof, it broke the walls,
I mean, greasy napkins, cookie crums,
Blobs of gooey bubble gum,
Cellophane from old bologni,
Rubbery, blubbery macaroni,
Peanut butter, cake and dry
curdled milk, and crusts of pie,
Rotting melons, dried up mustard,
Egg shells mixed with lemon custard,
Cold french fries and rancid meat,
Yellowed lumps of cream of wheat.

At last the garbage reached so high
That finally it touched the sky,
And none of her friends would come to play,
And all the neighbors moved away;
And finally, Sahra Cynthia Stout
Said, "Okay, I'll take the garbage out!"

But then, of course, it was too late,
The garbage reached across the state,
From New York to the Golden Gate;
And there in the garbage she did hate
Poor Sahra met an awful fate
That I can not right now relate
Because the hour is much too late.
But children, remember Sahra Stout,
And always take the garbage out.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Music

ORIENTATION Environmental Action

TOPIC/UNIT Word Composition

BEHAVIORAL OBJECTIVES

Cognitive:
As a group, write words to a familiar song on the subject of environmental action.

Affective:
Accept the relationship between action and reaction in an ecosystem.

Skills Used:
1. Tone matching.
2. Memorization.
3. Creative word composition.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Use of a song to involve the students in discussion.
   1. Song: "Where Have All The Flowers Gone?"*
      a. Learn the song.
      b. Using the lyrics of the song, discuss the action of the song and how one action leads to another.
      c. Retaining the melody song form, students (individually or as a group) compose new words to demonstrate how each action leads to another (ex.-"Where has all the clean air gone?").
      d. Sing the song with these new words.
      e. Record the song.

* on attached sheet.

Outside or Community:

A. PTA or assembly program.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

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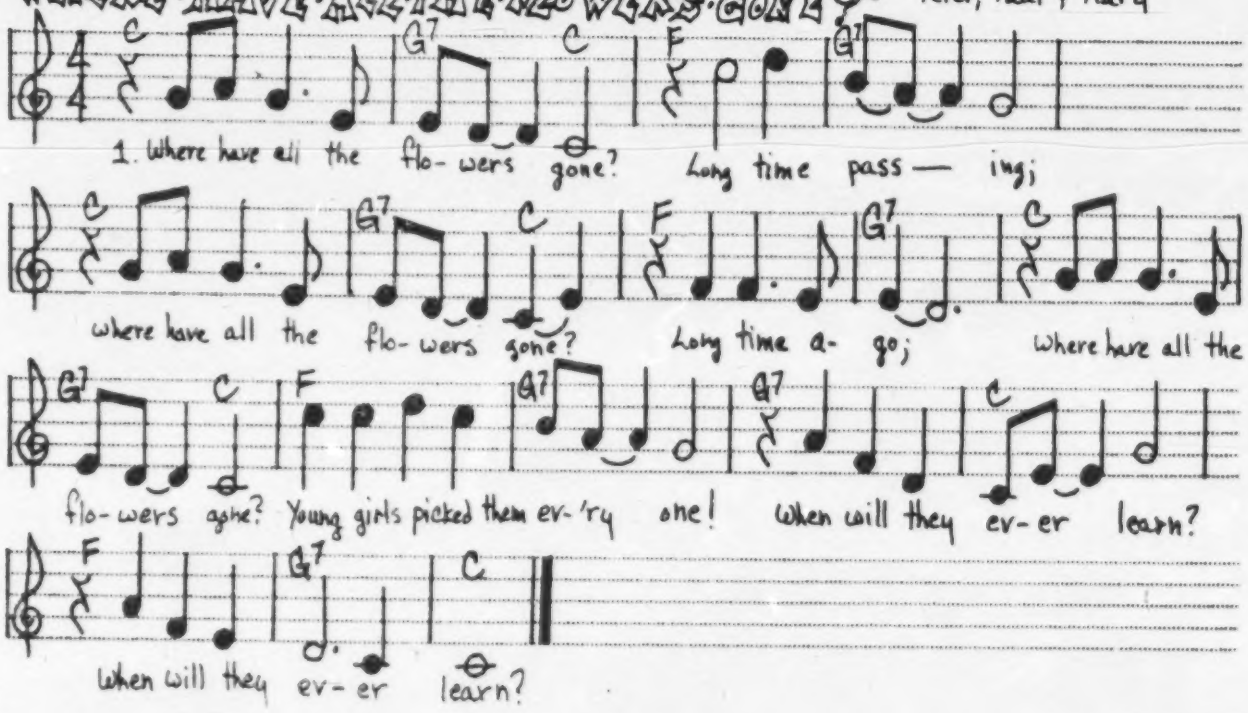
"WHERE HAVE ALL THE FLOWERS GONE?"

As Recorded by Peter, Paul & Mary


C G7 C F G7
1. Where have all the flo-wers gone? Long time pass — ing;
C G7 C F G7 C
where have all the flo-wers gone? Long time a- go; Where have all the
G7 C F G7 G7 C
flo-wers gone? Young girls picked them ev-'ry one! When will they ev-er learn?
F G7 C
When will they ev-er learn?

2. Where have all the young girls gone?
   Long time passing.
   Where have all the young girls gone?
   Long time ago.
   Where have all the young girls gone?
   Gone to young men, every one,
   When will they ever learn?
   When will they ever learn?

3. Where have all the young men gone?...
   Gone to soldiers, every one...

4. Where have all the soldiers gone?...
   Gone to graveyards, every one...

5. Where have all the graveyards gone?...
   Gone to flowers, every one...

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 11 - Individual Acts **SUBJECT** Music/Science (sound)

ORIENTATION Noise **TOPIC/UNIT** Collage Composition

BEHAVIORAL OBJECTIVES

Cognitive:

Compose a sound collage to represent a walk through the city/country or forest.

Affective:

Evaluate the differences in natural and man-made sounds and offer descriptions of the effect of those sounds on life forms.

Skills Used:

1. Creative composition.
2. Objective observation.
3. Interviewing skills.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students discuss sounds heard in the city.
   1. List the sounds on the board (Questions Which ones do we listen to? Which ones tell us something? Which do we screen out? Which scare us? Make us happy? Comfortable?)
   2. Use the rhythm band instruments to simulate the sounds listed; list these on board.
   3. Develop a composition to represent a walk through town.
   4. Play the composition and possibly tape record it.

B. Discuss sounds heard in nature (forest or country).
   1. List these sounds on the board and repeat the activity outlined above under "A".
   2. Compare both compositions.

Outside or Community:

A. Activity to be done by students outside of class time.
   1. Students interview local people concerning use of music in their business.
      a. Background music. (grocery store manager, drug store or restaurant owner, hospital administrator, school principal, factory superintendent).
      b. Students take survey on why business men use music and how they select what to play.

B. Students discuss possibilities of noise pollution in the use of music by businesses.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: You may find the kit "Your City Has Been Kidnapped" (DeSchool Primer, Addison-Wesley Innovative Series) helpful in structuring this activity, ICE RMC, 115 Jo **Audio-Visual:** **Community:**	